**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: August 28—Day 2 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Creating a Song About Rules** | | |
| **Essential Question(s): Why is it important for good readers, writers, and listeners to remember the important details when retelling a story, poem, or informational text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **~Social Studies book -- pages 36 – 43.**  **~Lily’s Purple Plastic Purse, by Kevin Henkes;**  **~Rules and Laws foldable (could be used in centers)**  [**C:\Users\Mama\Commom Core 2012-2013\ELA\Rules\_and\_Laws\_Foldable.pdf**](file:///C:\Users\Mama\Commom%20Core%202012-2013\ELA\Rules_and_Laws_Foldable.pdf) | | | | **Laws**  **Community**  **Citizen**  **Right**  **Responsibility** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL. 1.2; RL.1.10; W.1.1 SL.1.1; L.1.1; RI 1.1**  **I Can Statement(s):I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan:**  **.**  **See activator under technology.**  **Remind students about the skits they performed the day before. (Or the illustrated rules index cards.) Ask the questions: What rules do we have to follow at school? Why are rules important? What would happen if there were no rules? Which rule at school is the most important?**  **Continue the discussion by explaining that most rules are created either to help establish and maintain order or to provide safety and security. Refer back to your own classroom rules and have students decide whether the rule is set-up for order**  **or safety.**  **Read and discuss social studies pages.**  **Read (aloud) the book Lily’s Purple Purse, by Kevin Henkes**  **See writing and speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Writing**  **Standards: W. 1.1; L. 1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Have students complete a rules and laws foldable**  **Rules at Home Rules at School Laws in the Community**  **Also see Speaking and Listening.**  **For centers: Make a Lily’s Purple Plastic Purse folder. Write a sentence stating what you want to be when you grow up.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:L.1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Model meaning of words and using them in sentences. Give an example or definition of word and have students identify them in a word bank.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: L. 1.1; SL.1.1**  **I Can Statement(s): I can give reasons why rules are important.**  **I can show why friends work together to care for each other and our classroom.**  **I can work with my friends to make rules for our classroom.**  **Instructional Plan: Have the students share with the class some of the rules that they have to follow at home. As the students are sharing rules they have to follow write their ideas on the board or a piece of chart paper so that they can refer back to them later. Ask the students to go home that night and ask their parents what rules (laws) they have to follow in the community.**  **Also see WRITING** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I’m Gonna Do What’s Right and Rules of the Classroom.** | | | | |
| **Closing/Summarizing Strategy** | **Ask students: 1. How can I be a good citizen? (I can be a good citizen by volunteering, following the rules, and helping others.) 2. What is one right that you have? (One right that I have is freedom of speech.) 3. How can you show respect for others. (I can show respect by treating others well.)** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Create a poster: Discuss that rights come with responsibilities. Remind them that they have the right to go to school , but they also have the responsibility to do homework. Invite them to think of other rights and responsibilities they have at home, in school, or community. Each student should choose an example and make a drawing to represent both elements. Include a caption explaining the drawing and identify both the right and the responsibility.** | | **Write lesson vocabulary words on sentence strips, and display them on a wall. Make statements to students such as, “I’m thinking of a word that means…” , completing the statements with definitions. Have students guess which vocabulary word corresponds to your definition statement by pointing to the correct word on the wall. When all words have been identified, challenge students to play the game in reverse by giving you the definition of each word you name.** | | | **Have pairs of students look through magazines and newspapers to find pictures of people showing good citizenship. Ask students to cut out the pictures they select and then paste them on a sheet of posterboard to create a collage. Invite partners to add such labels as rights, responsibility, rules, fairness, etc.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See foldable to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*